



IO1 – Climate Change
Awareness
Compendium of
Comedy and Learning
Ethical Fashion –
Skinny jeans and
sweatshop chic
Lesson Plan



FARCE!

Using Satire and Comedy to Promote
Climate Change Awareness



Introduction to the Lesson Plan

The aim of this lesson plan is to support you, as a community and adult educator, to deliver a session using the FARCE Climate Change Awareness – Compendium of Comedy and Learning resources, with adult learners in your group. Through this lesson plan, we will provide you with some sample activities that you can use to deliver one of the Comedy Resources from this Compendium in a group-work setting. When preparing to deliver these activities in your group, it is important that you are prepared to use the Comedy for Climate Change resources. For this, we recommend that you complete the relevant modules from our FARCE In-service Training Programme, before delivering these activities in your practice.

Introduction to the Climate Change topic

It is a well-known, yet still a sad fact that nowadays, the production of clothing and footwear around the world is largely focused on profitability. There are of course some exceptions, especially when it comes to small enterprises, yet, what can be easily seen especially in the examples of multi-million companies - humanitarianism and concern for a clean and healthy planet have been pushed into the background.

Caring about ethics in the fashion industry means that companies producing bespoke goods should: act in harmony with the environment, be true to the ideals of fair trade, fairly pay its workers and treat them with respect, protect animal life and use safe and ecological materials. Even if all those conditions sound like just playing fair and seem not to be so hard to keep, following them dramatically raises the price of the products - which leads to a reduction in the demand - making it harder for companies to keep those conditions, and closing the vicious circle.

That is why it is important to support non-ethical companies by buying their products - even if they are cheaper than those produced by companies that are doing their best to make their production as ethical as possible. If we are not sure if some brand has, for example, some connection with sweatshops - we can easily google it and decide if we are to support their policy by buying their products.





Getting to know the Resources

In this section, we will provide you with a brief introduction to the Comedy resources that you will use when delivering this lesson plan to a group of adult learners.

What is covered in the Comedy Resource?

The Comedy Resource for this Climate Change topic is a short humoristic video on shopping in second-hand stores.

Shopping for second-hand clothes has always been the domain of the creative, thrifty and patient, and lately, it has become truly fashionable. It is more practical to buy an item at an attractive price in the knowledge that it is socially and environmentally sustainable. This is very beneficial for the environment because we are using what already exists and thus reducing the large-scale production of clothes.

Applying this Comedy Resource

This comedy resource is easy to be used in an educational setting to teach climate education to adult learners. It can be used as a great icebreaker at the beginning of the classes and will help to bond the group, it may trigger the discussion on the topic of shopping in second-hand stores or be a nice way to finish classes. It is hard to think of any potential conflict that could happen during the delivery of the topic to adult learners.





Lesson Plan

| | |
|---|---|
| Title of Session: | <5 Ethical Fashion – Skinny jeans and sweatshop chic> |
| Duration | Resources Required: |
| This lesson plan will take 60 minutes to deliver | To deliver this lesson plan, you will require the following resources: <ul style="list-style-type: none"> ● Flipchart ● Markers ● Projector and PC ● Samples of materials ● Worksheets 1-3 |
| Learning Outcomes | |
| <p>On successful completion of this lesson, learners will be able to/have:</p> <p>Knowledge</p> <ul style="list-style-type: none"> ● Get knowledge about non-ecological and ecological materials ● Learn about ethics in the fashion industry and ideals of fair trade ● Get factual knowledge about the location of sweatshops around the world and wages of people working to produce cheap clothes <p>Skills</p> <ul style="list-style-type: none"> ● Describe the issue of ethical and non-ethical fashion ● Show advantages of dressing ethically ● Being able to point out disadvantages of overbuying. <p>Attitudes</p> <ul style="list-style-type: none"> ● Being aware of the scale of the social, ethical and environmental problems related to the amount of buying overpriced clothes made by underpaid employers ● Willingness to change their attitude to their wardrobe - f.ex. avoiding buying new clothes when there is no need for them ● Know the disadvantages of the existing consumer lifestyle and understand that the state of the environment also depends on them, | |





| Workshop Opening | | |
|------------------|---|----------------------------|
| Duration | Description of Activity | Links to Support Materials |
| 10 minutes | <p>Tutor starts classes with presenting slides 1-6 from PPT5 and moves on to Can you spot the difference - quiz comparing non-ecological and ecological materials</p> <p>The tutor gathers the whole group around the table with different samples of material and encourages participants to take turns in checking their colours, fracture and so on. Then he/she asks participants to choose which ones are eco-friendly.</p> <p>After the group decides on this issue, the tutor checks their answers and gives them the names of the samples.</p> <p>The exercise should include such samples as cotton and organic cotton, linen- organic linen, natural leather and organic leather (like scoby leather or apple leather) etc.</p> | Worksheet 1 |
| Group Activity 1 | | |
| Duration | Description of Activity | Links to Support Materials |
| 20 minutes | <p>Brainstorm</p> <p>The tutor presents slide 6 of PPT5 and asks participants to think if they still have in their wardrobe clothes that they bought more than 4 years ago. Those who answer yes are asked to sit on the right and those who said no - are on the left.</p> <p>The tutor stands in front of the class next to the flipchart when he/she will write down both groups' arguments on the following issues:</p> <ul style="list-style-type: none"> - What influence on the environment has, in their opinion, following the newest | Worksheet 2 |





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|-------------------------|---|---|
| | <p>fashion and often changing our wardrobe accordingly?</p> <ul style="list-style-type: none"> - What is their motivation to completely change the way they dress? - What do they do with clothes that don't fit/ they don't like anymore? - How many clothes do they have (only necessities, way too much etc) - Where do they buy their clothes? - Do they buy second-hand clothes? How frequently? Why? | |
| Group Activity 2 | | |
| Duration | Description of Activity | Links to Support Materials |
| 20 minutes | <p>Tutor presents slide 8 of PPT5 and gives away worksheet copiers for each participant and asks them to colour them accordingly</p> <p>Then he/she shows their answers, so they can compare their knowledge/beliefs with the actual situation.</p> | Worksheet 3 |
| Workshop Close | | |
| Duration | Description of Activity | Links to Evaluation Survey |
| 10 minutes | The tutor shortly sums up knowledge gained by participants in this lesson and asks them to fulfil an Evaluation Survey. | https://ihku.info/r9 |





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CREATIVE EXCHANGE



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